



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

JENNIFER M. GRANHOLM
GOVERNOR

March 29, 2004

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr. 

SUBJECT: Approval of Changes to Business Education Endorsements and Standards for the Preparation of Teachers for a New Business, Management, Marketing, and Technology Endorsement for Teacher Certification

In pursuit of its goal to improve teacher quality, the State Board of Education receives proposals for the adoption and revision of program standards for teacher preparation. When applicable, the proposed standards are developed to reflect and support Michigan's K-12 Curriculum Framework and Benchmarks, as well as standards adopted by national professional/specialty area organizations.

In a joint initiative beginning in August 2001, the Office of Professional Preparation Services within the Michigan Department of Education (MDE) and the Office of Career and Technical Preparation within the Michigan Department of Labor and Economic Growth (MDLEG) assembled a referent group of educators to develop recommendations for updates to definitions and requirements related to the preparation of business teachers. The committee included representatives from public and independent teacher preparation institutions, local and intermediate school districts (ISDs), Michigan DECA (Michigan Distributive Education Clubs of America), the Michigan Business Education Association, and the Michigan Business Professionals of America. The recommendations are aligned with national trends in business education as reflected in the Michigan Career Pathways at:

http://www.michigan.gov/mdcd/0,1607,7-122-1680_2629_2722-28148--,00.html

In addition, the proposed standards are aligned with the following documents: Michigan Career and Employability Skills, International Society for Technology in Education - National Educational Technology Standards for Teachers, National Association of Business Teacher Education Standards, National Marketing Education Standards, and the National Business Education Association Standards. A crosswalk showing this relationship is available on the web:

http://www.michigan.gov/documents/BusEdAttch3DFTCRSWLK_73050_7.pdf

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Attachment 1 lists the current options for the preparation of elementary or secondary business education teachers. These options are a group major or group minor in business education, a major or minor in business administration, a major or minor in secretarial science, and a major or minor in distributive education. This proposal contains the following elements:

- Eliminate the current Business Education (GX), Business Administration (GH), and Secretarial Science (GI) program options.
- Create a new endorsement for Business, Management, Marketing, and Technology (GQ) to be offered as a secondary group major or comprehensive group major.
- Adopt teacher preparation standards for the new GQ endorsement.
- Limit the GQ endorsement to secondary teaching certificates.
- Establish 36 semester hours as the minimum requirement for GQ programs to be offered to previously certified teachers for an additional endorsement.

To provide information on the original proposal and to gather feedback from various stakeholders, a mailing was sent to all teacher preparation institutions, all school districts with career and technical education programs, and a random sample of other local and intermediate school districts (ISDs) in August 2003 requesting that they review the proposal as posted on the web. In addition, a forum was held on September 25, 2003, where the business education proposal was discussed in addition to other proposed changes related to the preparation of teachers in the area of career and technical education. Approximately 76 persons attended, including individuals from teacher preparation institutions, professional associations, ISDs, and K-12 schools. Prior to the forum, the proposed changes were discussed with the Board-appointed Professional Standards Commission for Teachers (PSCT) and the commission members were also invited to attend the September forum.

As a result of the feedback received, the original proposal was modified and simplified before it was presented again to the PSCT who then recommended adoption of the modified proposal. As presented in Attachment 2, the proposed endorsement and preparation standards reflect the recommended revisions for the Business, Management, Marketing, and Technology (GQ) endorsement. Additional information regarding the standards' development and review process is provided in Attachment 3.

It is recommended that the State Board of Education approve the changes to business education endorsements and standards for the preparation of teachers for a new business, management, marketing, and technology endorsement for teacher certification, as discussed in the Superintendent's memorandum dated March 29, 2004.

Summary of the Recommended Endorsements for Business Education

Current Business Education Endorsements

Code	Title	Options	Comments	Classes that Can Be Taught
GX	Business Education	K-12 group major, group major or group minor* for elementary or secondary certificates.	This group endorsement combines business education, business administration, secretarial science, and distributive education.	Business Education, Accounting, Business Administration, Secretarial Science, Distributive Education, Business Technology
GA	Accounting	Major or minor** for elementary or secondary certificates.	Only one institution currently offers this program for teacher preparation.	
GH	Business Administration	Major or minor** for elementary or secondary certificates.	Five institutions currently offer this program for teacher preparation.	Business Administration
GI	Secretarial Science	Major or minor** for elementary or secondary certificates.	No institutions currently offer teacher preparation programs in this area.	Secretarial Science
GM	Distributive Education***	Major or minor** for elementary or secondary certificates.	Also known as marketing education.	Distributive Education, Marketing Education
VB	Vocational Business Services****			Vocational Business Services
VD	Vocational Distributive Education****			Vocational Distributive Education, Vocational Marketing Education

Proposed Business Education Endorsements

Code	Title	Options	Comments	Classes that Can Be Taught
GQ	Business, Management, Marketing, and Technology	50 semester hour comprehensive secondary group major, 36 semester hour secondary group major.	Individuals who complete the comprehensive group major would not have to complete a minor.	Accounting, Introduction to Marketing, Introduction to Business, General Business, Business Law, Technology Literacy, Business Communications, Keyboarding
GM	Marketing Products and Services***	Major or minor** for secondary certificates.		Marketing, Distributive Education
VB	Vocational Business Services****			Vocational Business Services
VM	Vocational Marketing Education****			Vocational Marketing, Vocational Distributive Education, Entrepreneurship

* Group majors require a minimum of 36 semester hours; group minors require a minimum of 24 semester hours

** Majors require a minimum of 30 semester hours; minors require a minimum of 20 semester hours

*** Changes in the Distributive Education endorsement will be covered in a separate approval item submitted to the State Board of Education.

**** Changes in vocational endorsements will be covered in a separate approval item submitted to the State Board of Education.

Proposal to the Michigan State Board of Education for the Preparation of Teachers

Business, Management, Marketing, and Technology (GQ)

Submitted by the
Office of Professional Preparation Services
April 13, 2004

Standards for the Preparation of Teachers

Business, Management, Marketing, and Technology (GQ)



Adopted by the Michigan State Board of Education
<date>

Standards for the Preparation of Teachers in Business, Management, Marketing, and Technology (GQ)

Preface

Development of the Proposal

In a joint initiative which began in August 2001, the Office of Professional Preparation Services within the Michigan Department of Education (MDE) and the Office of Career and Technical Preparation within the Michigan Department of Labor and Economic Growth (MDLEG) assembled a referent group of educators to develop recommendations for updates to definitions and requirements related to the preparation of business teachers. The committee included representatives from public and independent teacher preparation institutions, local and intermediate school districts (ISDs), Michigan DECA (Michigan Distributive Education Clubs of America), the Michigan Business Education Association, and the Michigan Business Professionals of America. The recommendations are aligned with national trends in business education as reflected in the Michigan Career Pathways at:

http://www.michigan.gov/mdcd/0,1607,7-122-1680_2629_2722-28148--,00.html

In addition, the proposed standards are aligned with the following documents: Michigan Career and Employability Skills, International Society for Technology in Education - National Educational Technology Standards for Teachers, National Association of Business Teacher Education Standards, National Marketing Education Standards, and the National Business Education Association Standards. A crosswalk showing this relationship is available on the web at:

http://www.michigan.gov/documents/BusEdAttch3DFTCRSWLK_73050_7.pdf

Prior to the adoption of these standards and the creation of the Business, Management, Marketing, and Technology (GQ) endorsement, business education teachers completed one of the following endorsements:

Business Education Endorsements Prior to April 13, 2004

Code	Title	Options	Comments	Classes that Can Be Taught
GX	Business Education	K-12 group major, group major or group minor* for elementary or secondary certificates.	This group endorsement combines business education, business administration, secretarial science, and distributive education.	Business Education, Accounting, Business Administration, Secretarial Science, Distributive Education, Business Technology
GH	Business Administration	Major or minor** for elementary or secondary certificates.		Business Administration
GI	Secretarial Science	Major or minor** for elementary or secondary certificates.	No institutions currently offer programs in this area.	Secretarial Science
GM	Distributive Education	Major or minor** for elementary or secondary certificates.	Also known as marketing education.	Distributive Education, Marketing Education

Group majors require a minimum of 36 semester hours; group minors require a minimum of 24 semester hours.
Majors require a minimum of 30 semester hours; minors require a minimum of 20 semester hours.

The GQ endorsement takes the place of the GX endorsement and provides a rigorous course of study with options for a group major (minimum of 36 semester hours) or a comprehensive group major (minimum of 50 semester hours). The elimination of the option for group minors is consistent with other changes the Michigan Department of Education has made in response to federal No Child Left Behind legislation. The elimination of the Accounting (GA), Business Administration (GH), and Secretarial Science (GI) programs will ensure that business education teachers are well prepared to teach a variety of business education classes. The new configuration of business endorsements is as follows:

Business Education Endorsements after April 13, 2004

Code	Title	Options	Comments	Classes that Can Be Taught
GQ	Business, Management, Marketing, and Technology	50 semester hour comprehensive secondary group major; 36 semester hour secondary group major.	Individuals who complete the comprehensive group major would not have to complete a minor for initial certification.	Accounting, Introduction to Marketing, Introduction to Business, General Business, Business Law, Technology Literacy, Business Communications, Keyboarding
GM	Marketing Products and Services	Major or minor** for secondary certificates.		Marketing, Distributive Education

Note that there is a separate standards document for Marketing Products and Services.

Approval of Programs

A higher education institution that wishes to provide a program in Business, Management, Marketing, and Technology (GQ) is required to submit an application for program approval that demonstrates how the standards are met throughout the proposed curriculum. Following initial approval, the teacher preparation program will be reviewed every seven years through the Periodic Review/Program Evaluation process.

Phase-out of Business Education (GX) Group Majors and Group Minors, Accounting (GA) Majors and Minors, Business Administration (GH) Majors and Minors, and Secretarial Science (GI) Majors and Minors

Michigan institutions currently offering majors or minors for the preparation of Business Education (GX) teachers, Accounting (GA) teachers, or Business Administration (GH) teachers are asked to phase out their programs and develop the new GQ for approval by the Michigan Department of Education (MDE). Applications for the GQ may be submitted at any time, but new candidates should not be accepted into GX, GA, or GH programs after fall semester 2004. Candidates must complete the academic requirements for those programs by June 2008 and pass the Michigan Test for Teacher Certification tests for the GX, GA, and GH by July 2009.

Programs for the preparation of teachers for the GX, GA, GH, or GI will no longer be approved by the MDE. Currently no institution has approval to offer the Secretarial Science (GI) program.

Michigan Test for Teacher Certification – Test Development

Following State Board approval of the new GQ standards for the preparation of teachers, the Business, Management, Marketing, and Technology test for the Michigan Test for Teacher Certification will be developed, aligning the text content with the new standards.

Content Guidelines/Standards Matrix

College/University _____

Code GQ

Source of Guidelines/Standards Michigan State Board of Education Program/Subject Area Business, Management, Marketing, and Technology

DIRECTIONS: List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

A – Awareness

The business education teacher recognizes/recalls the existence of different aspects of business, management, marketing, and technology and related teaching strategies.

B – Basic Understanding

The business education teacher articulates knowledge about business, management, marketing, and technology and related instructional and assessment strategies. The business education teacher demonstrates proficiency in using the knowledge at a fundamental level of competence acceptable for teaching.

C – Comprehensive Understanding

The business education teacher is able to apply broad, in-depth knowledge of the different aspects of business, management, marketing, and technology in a variety of settings. (This level is not intended to reflect mastery; all teachers are expected to be lifelong learners.)

A Business, Management, Marketing, and Technology (GQ) endorsement prepares a teacher to teach business education at the secondary level in courses aligned with the Michigan Career Pathways. The preparation of business education teachers includes courses of study in each of four major categories of business, management, marketing, and technology. The GQ requires a group major with a minimum of 36 semester hours distributed among the four major categories for a balance of credits across the areas. Institutions may also offer programs to complete a comprehensive group major with a minimum of 50 semester hours distributed among the four major categories for a balance of credits across the areas. Candidates choosing the comprehensive group major will not be required to complete an additional minor area of study for initial certification. GQ programs for additional endorsements for previously certified teachers require completion of a minimum of 36 semester hours. Candidates completing the academic requirements of the GQ program may be recommended for the certificate endorsement after passing the Michigan Test for Teacher Certification business, management, marketing, and technology test.

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
1.0	BUSINESS			
1.1	Accounting The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.1.1	demonstrate an understanding of the various steps of the accounting cycle;	C		
1.1.2	determine the value of assets, liabilities, and owner's equity and when and why they are used;	C		
1.1.3	prepare, interpret, and analyze financial statements for service, merchandising, and manufacturing businesses;	C		
1.1.4	apply appropriate accounting principles to various forms of ownership, payroll, income taxation, and managerial systems;	C		
1.1.5	evaluate the performance of an organization using planning and control principles; and	C		
1.1.6	describe the role of accounting in ethical business practices and decision-making.	C		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
1.2	Business Law The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.2.1	analyze the relationship between ethics and the law and describe the sources of law, structure of the court system, classifications of procedural law, and classifications of substantive law;	C		
1.2.2	analyze the relationships among contract, sales, and consumer laws;	C		
1.2.3	analyze the roles and importance of agency law and employment law as they relate to the conduct of business in national and international markets;	C		
1.2.4	explain the legal rules that apply to personal property and real property;			
2.5	analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy;	C		
1.2.6	determine appropriateness of wills and trusts in estate planning;	B		
1.2.7	explain the legal rules that apply to environmental, resource, and energy laws; and	A		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
1.2.8	describe the major types of legal entities, including sole proprietorships, partnerships, and corporations.	B		
1.3	Career Development The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.3.1	demonstrate an understanding of assessing personal strengths and weaknesses as they relate to career exploration and development;	B		
1.3.2	identify career resources to develop an information base that includes global occupational opportunities;	B		
1.3.3	develop a career pathways plan that includes the transition from school to work; and	C		
1.3.4	describe the importance of life-long learning to career success.	B		
4	Communication The preparation of secondary business, management, marketing, and technology teachers will enable them to:			

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
1.4.1	communicate in a clear, courteous, concise, considerate, and correct manner on personal and professional levels;	C		
1.4.2	apply appropriate social communication skills in personal and professional situations including the application letter and resume in a global environment;	C		
1.4.3	use appropriate technology to enhance the effectiveness of communications; and	C		
1.4.4	demonstrate appropriate leadership, supervisory, customer service, and ethical standards to communicate effectively with business constituents.	B		
1.5	Globalization The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.5.1	demonstrate an understanding of the role of international business, analyzing its impact on careers and doing business at the local, state, national, and international levels;	C		
1.5.2	demonstrate communication strategies necessary and appropriate for effective and profitable international business relations;	C		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
1.5.3	apply marketing concepts to international business; and	B		
1.5.4	relate the balance of trade concepts to the import/export process.	A		
1.6	Computation The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
1.6.1	apply basic mathematical operations to solve problems with, and without, the use of a calculator;	C		
1.6.2	solve problems containing whole numbers, decimals, fractions, percents, ratios, and proportions;	C		
1.6.3	use algebraic operations to solve problems;	C		
1.6.4	use common international standards of measurement in solving problems;	A		
1.6.5	interpret data using common statistical procedures; i.e., mean, mode, median, etc.; and	B		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
1.6.6	use mathematical procedures to analyze and solve business problems for such areas as taxation, savings and investment, payroll records, cash management, financial statement, credit management, purchases, sales, inventory records, depreciation, cost recovery, and depletion.	B		
2.0	MANAGEMENT			
2.1	General principles The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
2.1.1	define management and demonstrate awareness of how managers plan, organize, lead, and control for greater efficiency and effectiveness;	A		
2.1.2	illustrate, in practical terms and with specific examples, how globalization, environmentalism, technology, diversity, and calls for greater public accountability influence and impact managers;	B		
2.1.3	apply human resource principles, systems, and contingency approaches to actual management scenarios;	C		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
2.1.4	demonstrate leadership, communication, planning, organizing, problem solving, decision making, and self management skills;	C		
2.1.5	explain social responsibility in business; select and justify a social responsibility strategy;	B		
2.1.6	promote ethical business behavior in the workplace; and	B		
2.1.7	explain human resource practices to legally and effectively manage a diverse workforce.	B		
2.2	Economics and Finance The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
2.2.1	identify economic opportunity costs for making decisions;	B		
2.2.2	identify the factors of production that affect productivity;	B		
2.2.3	identify the monetary institutions and explain their roles in the U.S. and world economies;	A		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
2.2.4	demonstrate how a free and competitive economy operates through monetary exchange, market pricing, and the law of supply and demand;	C		
2.2.5	identify key U.S. economic measures in terms of gross domestic product, employment, unemployment rate, inflation, and capital spending;	B		
2.2.6	describe types of competition and its role in the U.S. economy;	B		
2.2.7	explain how allocating private and public resources affects the economy;	B		
2.2.8	describe the rights and responsibilities of citizens in the U.S. economic prosperity;	B		
2.2.9	use a rational decision making process as it applies to the role of citizens, workers, and consumers;	C		
2.2.10	develop a personal finance plan including debt management; and			
2.2.1	identify how to manage economic risks.	B		
3.0	MARKETING The preparation of secondary business, management, marketing, and technology teachers will enable them to:			

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
3.1	explain fundamental business, management, and entrepreneurial concepts that affect business decision making;	C		
3.2	identify the concepts, strategies, and systems needed to interact effectively with others;	B		
3.3	demonstrate the economic principles and concepts fundamental to marketing;	B		
3.4	demonstrate the concepts and strategies needed for career exploration, development, and growth;	C		
3.5	explain the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services;	B		
3.6	apply financial concepts to business decision making;	C		
	explain the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions;	C		
3.8	identify the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value;	B		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
3.9	decipher the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities;	C		
3.10	identify the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired income;	B		
3.11	identify the strategies needed to determine client needs and wants; respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities; and	C		
3.12	use technology to implement marketing activities.	B		
4.0	TECHNOLOGY The preparation of secondary business, management, marketing, and technology teachers will enable them to:			
4.1	demonstrate achievement of information technology cluster-specific academic knowledge and skill standards (www.careerclusters.org);	A		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
4.2	demonstrate oral and written communication skills in creating, expressing, and interpreting technical information and ideas;	B		
4.3	formulate solutions to information technology problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams;	B		
4.4	demonstrate the use of specific information technology tools to access, manage, integrate, and create information;	B		
4.5	in the larger environment understand: <ul style="list-style-type: none"> a. roles within teams, work units, departments, organizations, inter-organizational systems, and b. identify how key organizational systems affect organizational performance and the quality of products and services; 	C		

No	Guideline/Standard	Level of Proficiency	Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards for Secondary Programs	
			36 Semester Hour Group Major	50 Semester Hour Comprehensive Group Major
4.6	demonstrate knowledge of: a. health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance, and b. personal ability to follow organizational policies and procedures and contribute to continuous improvement in performance and compliance;	B		
4.7	apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives;	C		
4.8	demonstrate an understanding of professional ethics and legal responsibilities;	C		
4.9	explain career development and planning as it is related to the information technology field; and	C		
4.10	demonstrate knowledge of design, operation, and maintenance of technology systems for information technology careers.	B		

**Teacher Preparation Standards Development Committee
(Business, Management, Marketing, and Technology Endorsement)**

<u>Committee Member</u>	<u>Organization/Institution</u>
Barbara Bartosiewicz	Manistee Area Public Schools MACUL Past President
John Baublitz	Ann Arbor Public Schools
Judi Berry	Lansing Community College
Bill Blackerby	Siena Heights University
Brenda Clark	Jenison Public Schools
Dave Clark	Fruitport Public Schools
Wells Cook	Central Michigan University
Ron Fulkert	Eastern Michigan University
Mary Ann Herbst	Baker College
Jude Johnson	Clare Public Schools
Chris Korbel	Traverse Bay Area Intermediate School District
Larry Pagel	Northern Michigan University
Amy Sholtz	Bullock Creek Middle School (Midland)
Brad Wagner	Michigan Technological University
Dave Wait	Eastern Michigan University State Director Michigan DECA (Michigan Distributive Education Clubs of America)
Carl Woloszyk	Western Michigan University

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**Michigan Department of Education
Office of Professional Preparation Services**

Sue Wittick

**August 2003 Distribution of Standards Drafted by the Referent Committee
Business, Management, Marketing, and Technology (GQ) Endorsement**

Educational Organizations (* Indicates submission of a response)

- Association of Independent Colleges and Universities of Michigan
- Coalition of Michigan Subject Matter Education Organizations
- Directors and Representatives of Teacher Education Programs
- * Family Consumer Science Educators of Michigan
- Michigan Association of Colleges for Teacher Education
- Michigan Association of Middle School Educators
- Michigan Association of Nonpublic Schools
- Michigan Association of School Administrators
- Michigan Association of School Boards
- Michigan Association of School Personnel Administrators
- Michigan Association of Secondary School Principals
- Michigan Association of Supervision and Curriculum Development
- * Michigan Business Education Association
- * Michigan Career Leadership Network
- Michigan Congress of Parents, Teachers, and Students
- Michigan Deans Council
- * Michigan DECA (Michigan Distributive Education Clubs of America)
- Michigan Education Association
- Michigan Elementary and Middle School Principals Association
- Michigan Federation of Teachers and School Related Personnel
- Michigan Health Occupations Educators
- * Michigan Industrial & Technology Education Society
- * Michigan Marketing Education Association
- * Michigan School Counselors Association
- Middle Cities Education Association
- * North Central Association of Colleges and Schools
- * Michigan Parent, Teacher, Student Association

Teacher Preparation Institutions (* Indicates submission of a response)

Adrian College	Kalamazoo College
Albion College	Lake Superior State University
Alma College	Madonna University
Andrews University	Marygrove College
Aquinas College	Michigan State University
* Baker College	* Michigan Technological University
Baker College of Auburn Hills	* Northern Michigan University
Baker College of Flint	Oakland University
* Baker College of Jackson	Olivet College
Baker College of Clinton Township	Rochester College
Baker College of Cadillac	* Saginaw Valley State University
Baker College of Muskegon	* Siena Heights University
Calvin College	Spring Arbor University
* Central Michigan University	University of Detroit Mercy
Concordia University	University of Michigan
Cornerstone University	University of Michigan – Dearborn
* Eastern Michigan University	University of Michigan – Flint
Finlandia University	University of Phoenix
* Ferris State University	Walden University
Grand Valley State University	* Wayne State University
Hillsdale College	* Western Michigan University
Hope College	

Community Colleges (* Indicates submission of a response)

- Alpena Community College
- Delta College
- * Kalamazoo Valley Community College
- * Lake Michigan College
- * Lansing Community College
- * Macomb Community College

Intermediate School Districts (* Indicates submission of a response)

- * Allegan County Intermediate School District
- * Berrien Intermediate School District
- * Branch Intermediate School District
- C.O.O.R. Intermediate School District
- Calhoun Intermediate School District
- * Charlevoix-Emmet Intermediate School District
- Clare-Gladwin Regional Educational Service District
- * Clinton County Regional Educational Service Agency
- * Eaton Intermediate School District
- * Genesee Intermediate School District
- Gratiot-Isabella Regional Educational Service District
- Hillsdale Intermediate School District
- * Ingham Intermediate School District
- Ionia County Intermediate School District
- Kalamazoo Regional Educational Service Agency
- * Lapeer Intermediate School District
- Lenawee Intermediate School District
- * Lewis Cass Intermediate School District
- * Macomb Intermediate School District
- * Manistee Intermediate School District
- Mason-Lake Intermediate School District
- Menominee Intermediate School District
- * Midland County Educational Service Agency
- * Oakland Schools Intermediate School District
- * Ottawa Area Intermediate School District
- Traverse Bay Area Intermediate School District
- Wayne Regional Educational Service Agency

Local School Districts (* Indicates submission of a response)

- * Ann Arbor Public Schools
Aisha Shule/WEB Dubois Preparation Academy
Albion Public Schools
- * Arenac Eastern Schools
Avondale School District
Bad Axe Public Schools
- * Battle Creek School District
- * Bedford Public Schools
Beecher Community Schools
Big Bay De Noc School District
Birmingham School District
Bloomfield Township School District #7F
Bridgman Public School District
Canton Charter Academy
Caseville Public Schools
Cesar Chavez Academy
Clare Public Schools
Clinton Community Schools
Comstock Public Schools
Crossroads Charter Academy
Detroit Public Schools
East Grand Rapids Public Schools
Easton Township School District #6
Escanaba Area Schools
Ewen-Trout Creek Schools
- * Flint Community Schools
- * Fruitport Community Schools
Gull Lake Community Schools
Inland Lakes Schools
Iron Mountain School District
Jackson Public Schools
- * Jenison Public Schools
- * Lansing School District
- * Leslie Public Schools
Lincoln Park Public Schools
Litchfield Community Schools
Livingston Technical Academy
- * Livonia Public Schools
Ludington Area School District
Manistee Area Public Schools
Mesick Consolidated Schools
- * Midland Public Schools
- * Monroe Public Schools

Continued - Local School Districts (* Indicates submission of a response)

- * Mount Pleasant Public Schools
New Beginnings Academy
- * Niles Community Schools
- * Ottawa Lake-Whiteford Agricultural Schools
Pontiac School District
Questar Academy
Republic-Michigamme Schools
- * Saginaw Township Community Schools
- * Shoreline Academy of Business & Trades
Southgate Community Schools
St. Louis Public Schools
- * Utica Community Schools
- * Wayne-Westland Community Schools
Webberville Community Schools

School Districts with Career and Technical Education Programs

Information on the proposed standards was also sent by e-mail to a mailing list maintained by the Office of Career and Technical Preparation. This list includes career and technical education administrators, teachers, school department heads, community college faculty, and teacher preparation institution faculty.

NOTE: Additional responses were received anonymously.